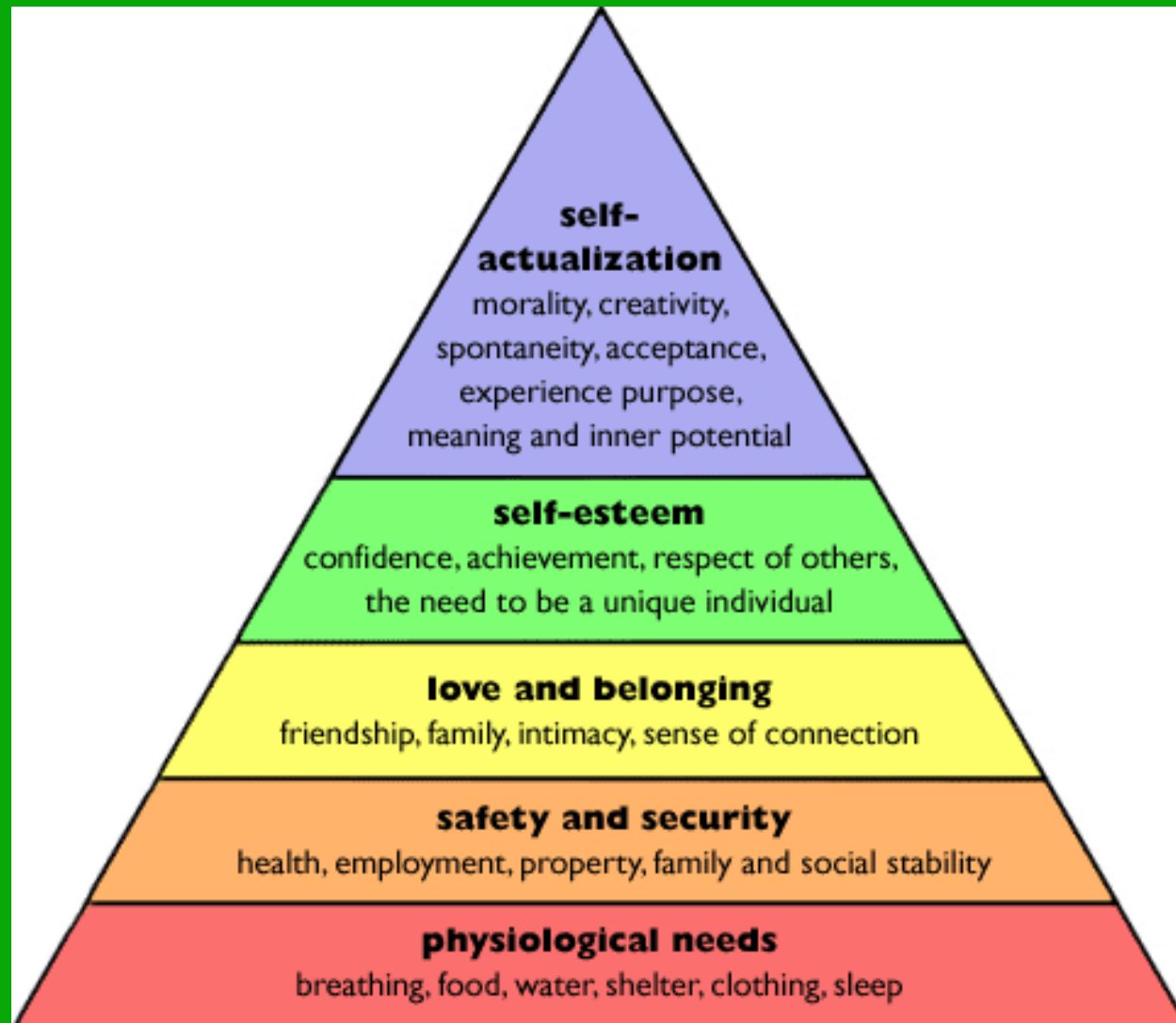




The EYFS: A Learning Journey

Maslow's Hierarchy of needs



It starts with you!

- Your learning is the strongest influence on how successful a learner your child becomes...
- How did you get on at school?
- If you weren't happy at school, how do you think this might influence your child?
- Do you learn in similar ways to your children?
- Ask them what they've learned!

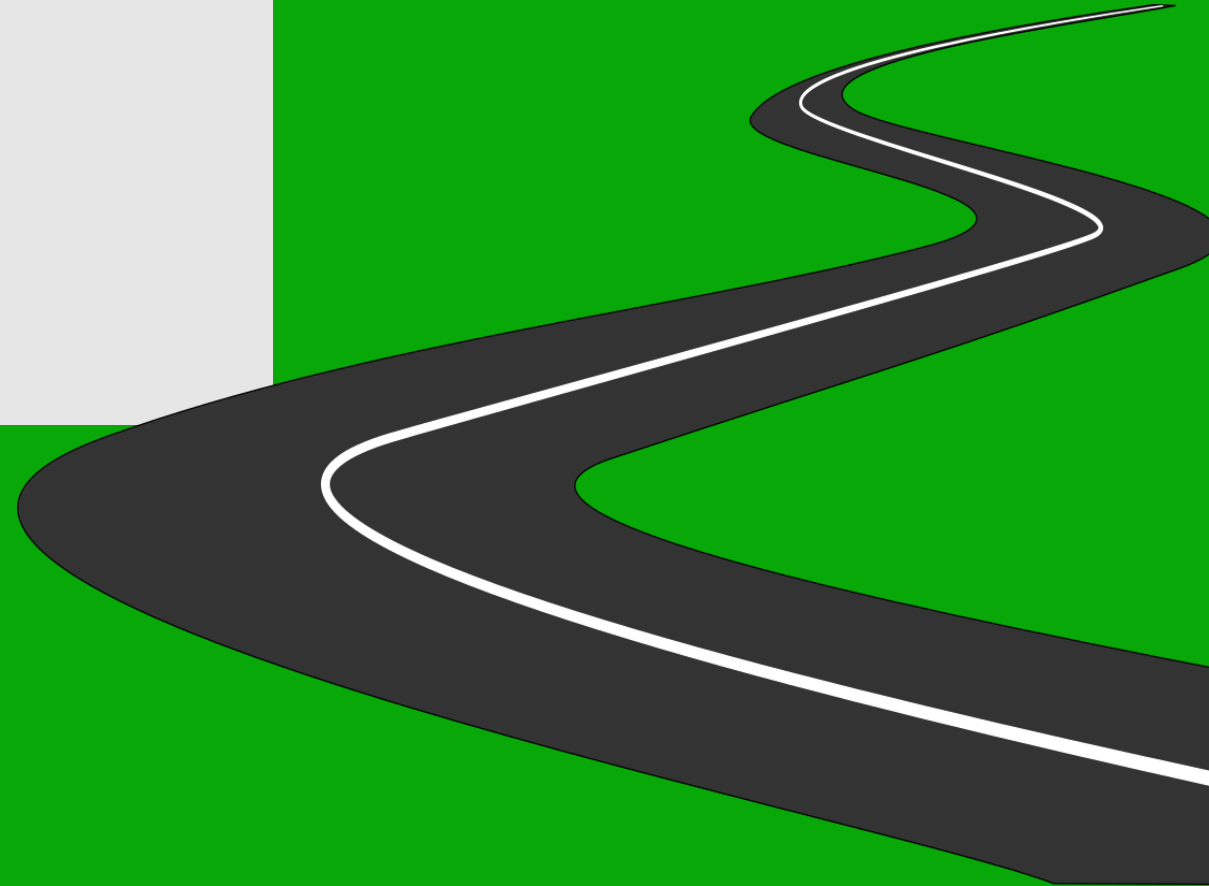


**The EYFS:
A Learning
Journey**



Outcomes

- What is the EYFS Profile?
- What happens in Reception?
- How are things taught?
- What can parents do?



EYFS TOPIC MAP

2019-2020

TERM 1	Autumn 1	Marvellous Me
	Autumn 2	Once Upon a Time and Christmas
TERM 2	Spring 1	A Polar Adventure
	Spring 2	To Infinity and Beyond...
TERM 3	Summer 1	The Incredible Shrinking Machine
	Summer 2	Imagination Land

The EYFS Framework?

- A government document for practitioners to ensure consistency between settings.
- The Early Years 'bible'.



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 3 March 2017

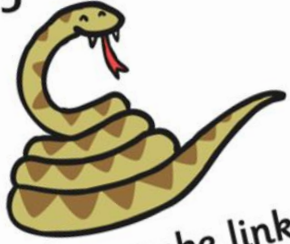
Effective: 3 April 2017

What is the EYFS Profile?

- A collection of evidence by the practitioners based on the teachers knowledge.
- Observations and interactions with children.
- Classroom practice and provision.
- Assessments of what the child can do independently.
- A holistic view of your child's learning and development.
- A triangulation of knowledge about the child.

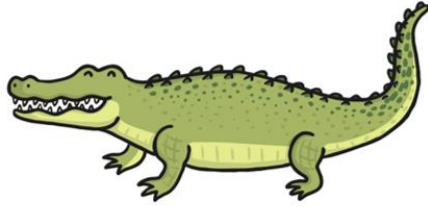
Characteristics of Effective Learning

Slinky Linky Snake



I can make links.

Concentrating Crocodile



I join in and concentrate.

Choosing Chimp



I choose ways to do things.

Creative Chameleon



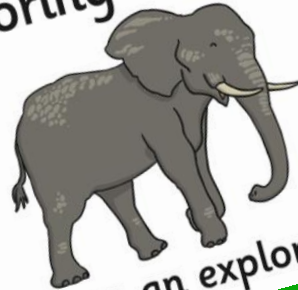
I have my own ideas.

Proud Peacock



I am proud of what I do.

Exploring Elephant



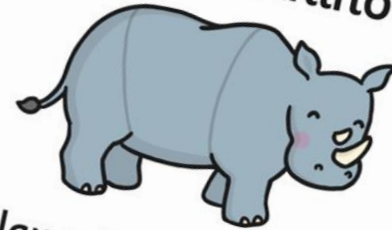
I am an explorer.

Go For It Gorilla



I will have a go.

I Know Rhino



I play with what I know.

Persevering Parrot



I keep trying.

AIM: Children to reach a 'Good Level of Development' (GLD) by the end of reception year.

Early Years Foundation Stage

Areas of Learning and Development

Prime Areas

Personal, Social and Emotional Development

- Making Relationships
- Self-confidence and Self-awareness
- Managing Feelings and Behaviour

Physical Development

- Moving and Handling
- Health and Self-care

Communication and Language

- Listening and Attention
- Understanding
- Speaking

Specific Areas

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, Space and Measure

Understanding the World

- People and Communities
- The World
- Technology

Expressive Arts and Design

- Exploring and Using Media and Materials
- Being Imaginative

Daily Routine

Morning Activities



Doors open 8:55

Register



9:10

Input: English



9.15

Exploring time



9:35

Snack



10:00

Singing Assembly
Wednesdays only

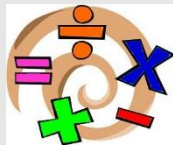
10:10

Exploring Time



1:35

Input: Maths



Register



1:15

Lunchtime



12:00

Input: Phonics



11:30

Exploring time



10.30

Story Time



3:00

Home time



3:30

PE is on Tuesday & Friday (Tuesday moving to Monday temporarily next half term.)

Forest School Friday morning

Celebration Assembly Friday afternoon

Special arrangements – Balanceability

Continuous Provision



Our role

Number



William went to the tesco roleplay area outside and purchased two items.
* He used fingers to add $3+3$ together.
He said "it is 6p"

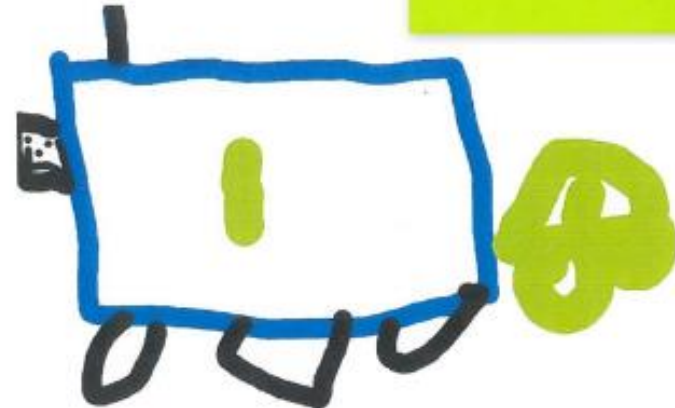
This plant is 21 cyoobs.



Joel

Counted the hippos he had collected 1:1 counting up to 11. He then said there should be 12. There's one missing.

Jean-Luca 6/3/14
"If you roll a 3 and a 3 you get a double and you can roll the dice again."
When playing a game.





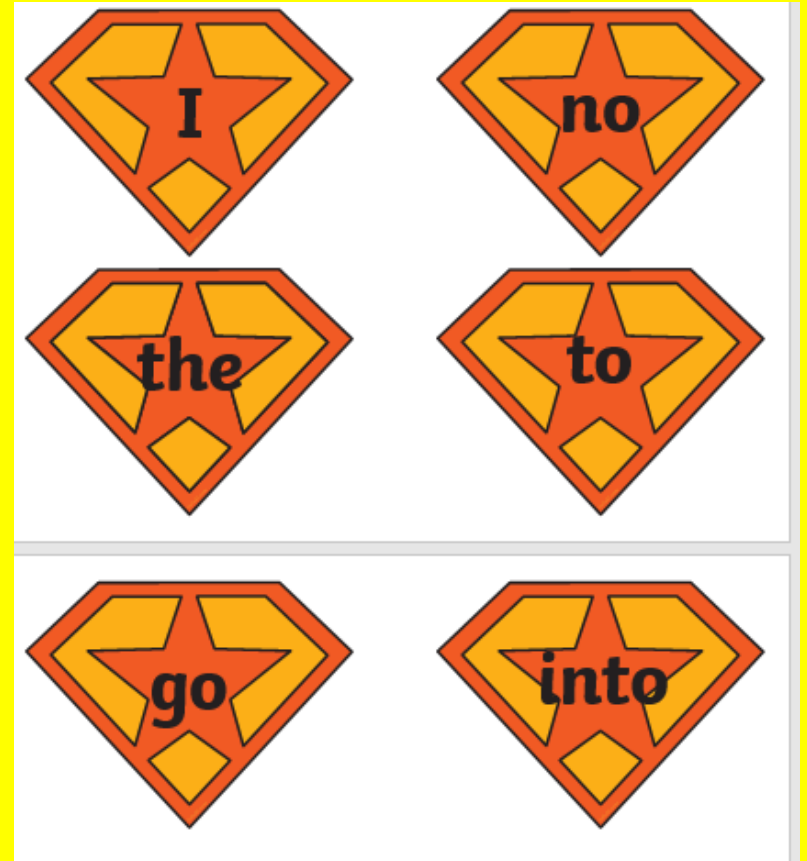
English workshop with Mr Welsh
Wednesday 20th November 6-7pm



Reading

Five basic skills for reading

- Basic sight vocabulary
- Phonic skills
- Use of context clues
- Motivation/ enjoyment
- Reading talk/ Comprehension



TOP TIPS

- The value of repetition
- Read for enjoyment
- Be a reading role model
- Little and often
- Make it fun!!!!
- Use lot's of praise!!!



Jolly Phonics

Letters and Sounds

Phase 1
Phase 2
Phase 3
Phase 4
Phase 5
Phase 6

Phonic ck song

C c
























C Tune: *She'll be Coming Round the Mountain*

We are clicking castanets,
/cl-/cl-/cl/.
We are clicking castanets,
/cl-/cl-/cl/.
We are clicking castanets,
clicking castanets...
...we are clicking castanets,
/cl-/cl-/cl/.

Action: Raise your hands and snap your fingers together, as if you are playing castanets, and say ck, ck, ck.



Phase 2 Sounds

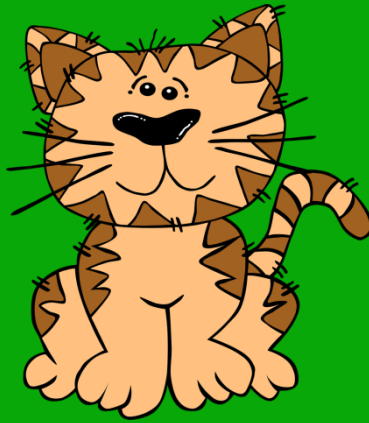
s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

www.communication4all.co.uk

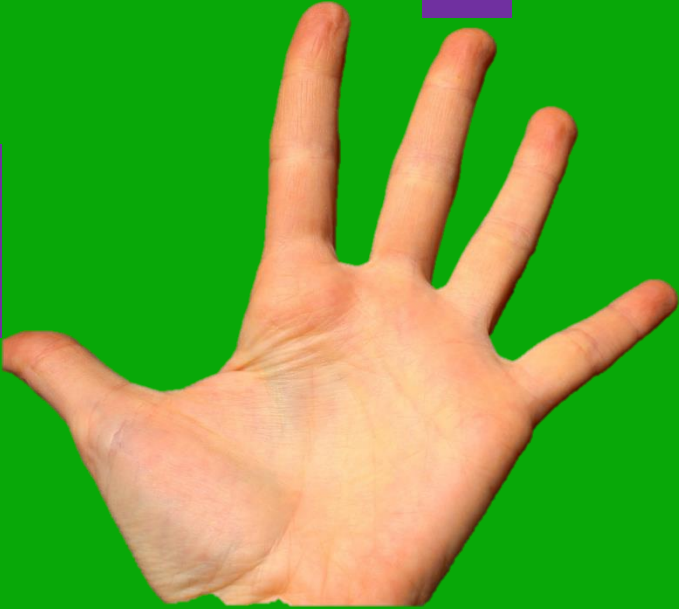
Segmenting

a

t



c



Blending

Cat



Physical Development

- Fine motor skills
- Gross motor skills





- Games such as "Jenga", "Pick up sticks" and building block towers help a child to develop a delicate touch, plasticine, even screwing up paper!
- Practice: picking up small pieces with tweezers, stringing beads, playing with pegboards, cutting, folding paper, sewing all improve fine motor control.
- Playdough
- Tracing, mazes, dot to dots
- Once a child has a well formed pencil grasp, have fun trying markers, paintbrushes and chalk.



EYFS: Writing: EMERGING

24 March 2016

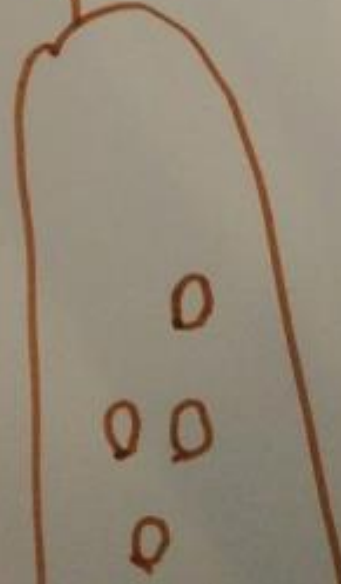
Uihliblabyseih oimna.
o o m i u oehh mth.
amh hpm. Labsoi.
m+ chh n s^{oo} amh idw.

half



EYFS: Writing: EXPECTED

24 May 16
Snails are eating
our beet stores.
the leaves have holes in.





EYFS: Writing: EXPECTED



caterpillar
not a green
leg v 5.
they build
cocoon.



EYFS: Writing: EXCEEDING

Dear jump start Jonny
we like doing your dances in my
class over Favrit in my class
is the crotty one but i like Soot.
The Fast ones are the hardest. The
slow ones are the eesyist. What is
your Favrit? What song are you
gowing to do next? I like to do
the turboa arm cholang. It makes
my arms hurt

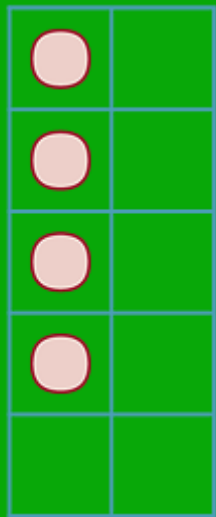
Maths

Maths workshop with Mr Hindhaugh
Tuesday 3rd December 3.45pm





1 more



1 less

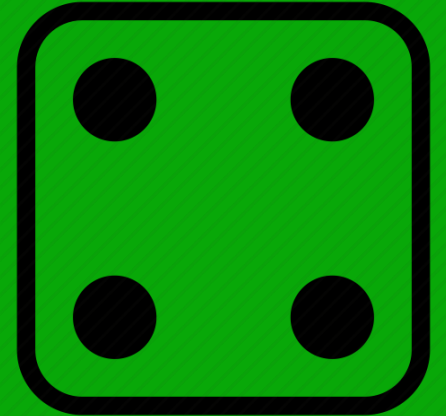
doubling



Number Facts

$$3+1=4$$

$$2+2=4 \quad 4-3=1$$



halving

Counting



1:1 correspondence

Stable order principle

Cardinal principle

Abstraction principle

Order irrelevance principle

Home Learning

Reading

Reading Record Book

Super tricky words

Reading books (Conversation Books, First Words etc)

Library Books



Mathematics

Count anything and everything,
practising number principles

Spotting numbers

GANAS home learning project

A Polar Adventure

Go to the library and find a book about the Poles.	Look at a globe or picture atlas- can you find the North and South poles? What countries can you see?	Penguin starts with 'p'. What else can you think of that starts with 'p'? How many can you write down?
Watch the film Happy Feet, talk about the impact humans have on the penguin colonies in the film.	Cut out some snowflakes to help Hiku the penguin feel at home.	Make a marshmallow snowman.
Build an igloo! You may want to use lego bricks, sugar cubes, cardboard, paper mache or any ideas you have of your own.	Can you walk like a penguin? Find some space in the house or garden and go for a waddle! Can you move like any other polar creatures?.	Write a polar adventure story. You could tell it to your grown up for them to write down or you could have a go at writing it yourself. You could even act it out and video yourself!
Make a boat to float one of your toys.	Investigate freezing and melting. Take photos to show the different states	Find out about some animals that live in Polar regions. Find a way to present some information
Do some polar baking	Paint, draw or collage a polar picture using cold colours.	Wild card- choose your own polar activity

Promoting Independence

- “Please can I do it myself?”
- No such word as can't
- Dressing themselves
- Putting shoes on
- Responding to people when they are spoken to
- Giving choices that they are capable of making

Child

Achieves

Learns

**Creating
fantastic
little people with
personality, life skills
and academic
excellence.**



ClassDojo



Assesses

Encourages

Teacher

Parent

Supports

Collaborates

I am 4

I'm a smooth talking, agile, and observant seeker of adventure.

I'm kind of a know-it-all...
as in *I want* to know it all.

I have more questions in me
than you have answers.

I'm perceptive enough to sense
this can frustrate you, but please
don't discount my inquisitiveness.

(Challenge me)



In Reception...

We are LOUD

There are Happy Children

WE GET MESSY

EVERYONE IS WELCOME

We learn lots!

WE HAVE FUN!

Thankyou for listening!

Reception@richardclarke.staffs.sch.uk